

Miami-Dade County Public Schools

Mater Academy East Preparatory School



2023-24

Schoolwide Improvement Plan (SIP)

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Mater Academy East Preparatory

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SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of the District is:

- Meaningful achievement of
- Academics facilitated by
- Teachers, administrators, parents & the community
- Enabling students to become confident, self-directed &
- Responsible lifelong learners.

The mission of Mater Academy East Preparatory is to provide an innovative, challenging curriculum in an environment that furthers a philosophy of respect and high expectations for all students, parents, faculty and staff. We will strive to create a thirst for knowledge in all disciplines of the curriculum and enrich every student in their future educational endeavors.

Provide the school's vision statement.

The Vision of Mater Academy, Inc. is to provide students a viable educational choice that offers an innovative, rigorous, and seamless college preparatory curriculum, providing Mater students, at every level from PK-12th grade, with a competitive advantage against their contemporaries. To that end, Mater Schools strive to:

- create a thirst for knowledge in all disciplines;
- kindle the art of thinking and serve as a springboard for lifelong learning; and
- deliver and enrich every student with a sense of purpose, a belief in their own efficacy, and a commitment to the common good.

The vision of Mater Academy East Preparatory is to deliver a first-class academic program with a seamless curriculum that enables students to become productive citizens who are prepared to address the challenges of the twenty-first century.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Riera, Beatriz	Principal	Beatriz Riera is an instructional leader who sustains a shared vision for the students' academic achievement. She ensures rigorous, standards-based instruction is taking place in all classrooms and supports continuous professional development opportunities for all teachers and staff members. Oversees the mentor and mentee program. Additionally, she analyzes data and connects it to the instructional needs of the students at Mater Academy Prep.
Rivas, Michelle	Assistant Principal	Michelle Rivas assists in progress monitoring of at risk students. She will analyze the data collected and ensure proper interventions are taking place. Additionally, Ms. Rivas will oversee the after school tutoring program for ELL students using funds granted through Title III.
Casal, Joseph	Instructional Coach	Joseph Casal meets with teachers during common planning to support the design of rigorous unit plans. He provides resources and assist teachers in locating and using instructional materials that support best practices.
Gomez, Anette	Instructional Coach	Anette Gomez meets with teachers during common planning to support the design of rigorous unit plans. She provides resources and assist teachers in locating and using instructional materials that support best practices.
Araujo, Keilly	Administrative Support	Keily Araujo, will participate in student data collection and collaborates with regular education teachers while providing additional support through regular consultations. Ensure IEPs, EPs and 504s are created and implemented.
Etienne, Renne	School Counselor	Our Guidance Counselor, Renee Etienne, provides guidance services and character education to our students. Ms. Etienne also oversees the implementation of the Social Emotional Learning program.
Charney-Perez, Jaci	Science Coach	Jaci Charney-Perez, Science/STEM Coach for 6th grade meets with teachers during common planning to support the design of rigorous unit plans. She provides resources and assists teachers in locating and using instructional materials that support best practices.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Teachers and staff at Mater Academy East Preparatory work together on a common set of beliefs and values

to provide a school culture that promotes a positive learning environment which maximizes students' ability to learn. For example, Mater Academy East Preparatory employs a full-time school counselor that plays a vital role in helping all students in the areas of academic achievement, but also career, social and emotional development. Character education has played a pivotal role in the school counselor's commitment to promoting a

continuous learning process that enables our students to become moral, caring, and responsible individuals. Mater Academy East Preparatory prides itself in bringing parents, families, and communities together to create a trusting environment. Family engagement continues to be at the forefront of the school's efforts to achieve student success. Part of its success has been attributed to its parental volunteer

program, the goal of which, is to encourage families to be part of their child's education by participating in school related activities such as becoming a room parent, reading to the class, attending field trips, and organizing special events. With our designation of being a Title I school, Mater Academy East Preparatory has a full-time community involvement specialist (CIS) that serves as a bridge between the home and the school. The CIS is tasked with providing informational workshops to parents, surveying the community to target areas of critical need, and performs home visits to ensure the welfare of students and families in times of need. The CIS also maintains the Title I Parent Center. This center provides parents with flyers, coupons, monthly calendar

of activities, school news, a laptop computer, as well as informational texts that are available for checkout. Lastly, Mater Academy East Preparatory's Educational Excellence School Advisory Council (EESAC) is responsible for final decision making at the school as it relates to the implementation of the components of the School Performance Excellence Plan. The EESAC committee is comprised of the principal, teachers,

educational support employees, students, parents, and business/community representatives. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions that affect instruction and the delivery of programs. The EESAC committee is one of the key components in Mater Academy East Preparatory's ability to effectively engage families and the community in a way that truly impacts student success. Mater Academy East Preparatory has had a long-standing relationship with community partners

such as City of Miami Parks and Recreation, McDonalds, Common Threads and Amigos for Kids. It is through these partnerships, such as Amigos for Kids, that Mater Academy East Preparatory is able to offer

workshops to educate parents and families on best practices in parenting. Additionally, Mater Academy East has developed relationships with MMA dragon, UF, and Be Present Yoga & Wellness through our on going STEM program.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored during all monthly EESAC meetings to ensure effective implementation. Through the use of data from diagnostic assessments and progress monitoring assessments, we will monitor the achievement of students in meeting the State's academic standards. If any changes need to be made to the SIP, we will meet with all stakeholders to receive input on revising the plan.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	100%
2022-23 Economically Disadvantaged (FRL) Rate	71%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	2	0	2
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	4	0	4
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	2	0	2
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	4	0	4
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	89	55	50		54	51	67		
ELA Learning Gains							35		
ELA Lowest 25th Percentile							8		
Math Achievement*	89	43	38		42	38	50		
Math Learning Gains							27		
Math Lowest 25th Percentile							43		
Science Achievement*		62	64		41	40	72		
Social Studies Achievement*		69	66		56	48	38		
Middle School Acceleration					56	44			
Graduation Rate		89	89	97	56	61	98		
College and Career Acceleration		70	65	71	67	67	64		
ELP Progress		49	45						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	89
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	178
Total Components for the Federal Index	2
Percent Tested	95
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	84

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	168
Total Components for the Federal Index	2
Percent Tested	
Graduation Rate	97

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP	89			
MUL				
PAC				
WHT				
FRL	90			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP	86			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	84			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	89			89								
SWD												
ELL												
AMI												
ASN												
BLK												
HSP	89			89							2	
MUL												
PAC												
WHT												
FRL	93			86							2	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students										97	71	
SWD												
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK												
HSP										97	75	
MUL												
PAC												
WHT												
FRL										97	71	

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	67	35	8	50	27	43	72	38		98	64	
SWD												
ELL										94	67	
AMI												
ASN												
BLK												
HSP	67	35	8	50	27	43	72	38		98	66	
MUL												
PAC												
WHT												
FRL	70	38	8	53	29	46	71	42		100	65	

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	70%	50%	20%	47%	23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	95%	58%	37%	54%	41%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the least performance was Science based on the 2022-2023 FCAT results. A contributing factor to our need for improvement is that students lack sufficient background knowledge on scientific terms. Actions the school will take to address the need for improvement are providing high quality instruction and curriculum alignment to state-mandated standards.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

No components showed a decline from the prior year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

n/a

No gaps were identified. The school surpassed the state's averages in all areas.

Which data component showed the most improvement? What new actions did your school take in this area?

Based on 2022-2023 progress monitoring data, the data component that showed the most improvement was Math from 78% proficiency in 2021-2022 to a 93% proficiency in 2022-2023. This can be credited to the high quality instruction, curriculum alignment to state-mandated standards, and the school's after school academic enrichment program.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

There is no data available on the EWS.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Science proficiency

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Science was identified as the area with the least proficiency for the 22-23 school year.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Science proficiency will increase to a 70% for the 2023-2024 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The administration and instructional coaches on an ongoing basis will review all data including topic assessments throughout the school year to monitor student progress.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Provide students with opportunities to design and develop science and engineering projects to increase scientific thinking and the development of inquiry based activities that promote higher order thinking skills. Implementation of Science Weekly and STEM projects featuring science concepts/terms and technology, as well as age appropriate current events.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students will enhance their ability to identify key terms/concepts and increase student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide students with opportunities to design and develop science and engineering projects to increase scientific thinking and the development of inquiry based activities that promote higher order thinking skills. Implementation of Science Weekly, featuring science concepts/terms and technology, as well as age appropriate current events.

Person Responsible: Jaci Charney-Perez (jperez@matereast.com)

By When: Students will complete this during the 2023-2024 school year.

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

One area of focus for positive culture and environment is our teacher retention and recruitment. This area was identified as an area of need based on teacher turnover rates due to individuals that left the profession.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of a mentor support plan for faculty members, there will be a 4% increase in teacher retention that will also impact school-wide academic achievement.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Through the use of the mentoring program, instructional coaches will be meeting with teachers on an ongoing basis. During these meetings, instructional coaches will be offering teachers support in their areas of need. At the end of the year, the administration will review the teacher turnover data (if applicable).

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Provide teachers with a comprehensive mentoring program, designed to assist and retain teachers by providing high-quality professional development opportunities that will enable teachers to enhance student learning and increase student achievement. Additionally, MAE offers a state-approved Educator Preparation Institute (EPI) program which provides an alternate pathway to teacher certification in grades K-12 for non-education majors and career changers who hold a minimum of a bachelor's degree.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The teachers will feel supported, thereby increasing our teacher retention for the 2023-2024 school year. Additionally, the EPI helps meet an urgent need in the community for certified teachers by providing interested candidates the coursework, guidance, and support necessary to earn certification and pursue a career in the classroom.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Instructional coaches will be reviewing and offering teachers support in their areas of need. Instructional coaches will also review data with teachers and assist them in guiding their instruction based on student

results. Additionally, instructional coaches will assist teachers in completing any required documentation to enroll in the EPI program.

Person Responsible: Anette Gomez (929190@dadeschools.net)

By When: Throughout the 2023-2024 school year.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The SIP is available for review at www.matereastmiddlehigh.com, in addition to the Title I Parent Center located in the school's lobby. The SIP and its continuous progress is also reviewed/discussed with parents/stakeholders at all EESAC meetings. All EESAC meetings are open to the public and all stakeholders are notified of meeting dates and times.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

In order to build positive relationships with parents, families and other community stakeholders, we plan schoolwide assemblies that motivate and celebrate the hard work students put forth throughout the school year. The school's Instagram account is also used as a means to promote student and schoolwide achievement throughout the school year. Additionally, we communicate with parents and keep them informed about their child's progress through the use of progress reports, report cards, parent/teacher conferences and open houses. The Parent and Family Engagement Plan is available for review at www.matereastmiddlehigh.com via the Title I virtual parent center. Additionally, the PFEP can also be viewed at the Title I Parent Center located in the school lobby. Copies of the district PFEPs can also be viewed in multiple languages. PFEPs are also discussed with parents during the Title I Annual Meeting and EESAC.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Provide students with opportunities to design and develop science and engineering projects to increase scientific thinking and the development of inquiry based activities that promote higher order thinking skills. Implementation of Science Weekly and STEM projects featuring science concepts/terms and technology, as well as age appropriate current events. This will enhance their ability to identify key terms/concepts and increase student achievement. Our students will participate in an afterschool

enrichment program that will strengthen the academic program whereby the focus is in the areas of student's needs.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Mater Academy East develops its SIP in coordination and integration with various Federal, State, and local services, resources, and programs. For example, Mater Academy East participates in the National School Lunch Program which acts as a guide and provides resources to the school in development of its nutritional program. This also allows students to qualify for Free/Reduced meals via lunch applications and notices of Direct Certification from the Florida Department of Agriculture. The school also works with Project Up-Start in order to address housing issues for students who are homeless, in transition, or in a shelter. Regarding violence prevention programs, the school enforces Florida Department of Education's Zero Tolerance Policy on school crime, violence, and the use of weapons. As an approach to reducing school violence, the intent of the policy is to provide a safe school climate that is drug-free and protects students health, safety, and civil rights.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Science				\$4,770.97
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	N/A	N/A	7037 - Mater Academy East Preparatory	General Fund		\$497.50
<i>Notes: Science Weeklies</i>						
	N/A	N/A	7037 - Mater Academy East Preparatory	General Fund		\$478.47
<i>Notes: Science Envision</i>						
	N/A	N/A	7037 - Mater Academy East Preparatory	General Fund		\$3,795.00
<i>Notes: Brainpop</i>						
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				\$0.00
					Total:	\$4,770.97

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes